



PENNSYLVANIA SCHOOL LIBRARIANS ASSOCIATION

Outstanding School Administrator Award Nomination Form

Purpose: To honor a school or district administrator outside the library profession whose leadership has made a significant contribution to school library services and programs.

Eligibility:

- A. No school district, individual school, or individual is eligible if any librarian or individual is on the Awards Committee, a member of the PSLA Board of Directors, or an elected officer of PSLA.
- B. The nominee must currently be a district school superintendent, building principal, or district administrator responsible for broad instructional leadership, such as assistant superintendent, directors of curriculum and instruction, directors of elementary and/or secondary education, or directors of technology.
- C. The nominee must show evidence of impact on the current school library services and programs of the school/district over a span of three (3) years or more.
- D. Nominations for all awards must be completed by a current PSLA member.

Name of Nominee: _____

Position/Title: _____

School/District: _____

Street Address: _____

City: _____ **Zip Code:** _____

Preferred Phone: _____

Preferred Email: _____

Nominated By: _____

Preferred Phone: _____

Preferred Email: _____

Current Member of PSLA? YES NO

Submit nomination form and all supporting documentation electronically to:

PSLA Awards Committee
pslaawards@gmail.com

All nominations must be received by September 30th.

Procedure

Applicants must submit an electronic portfolio that is fully accessible to all committee members during the evaluation process. Please provide log-in information if necessary. The electronic portfolio **must include** the following:

- A personal statement from the nominee on the role of the library program in the school environment.
- A statement clearly outlining the nominee’s impact on the current school library services and programs over a minimum of three (3) years.
- Annotated evidence/examples to demonstrate each indicator within all four target areas of the Outstanding School Administrator Award Rubric (see p. 2-5):
 - I. Developing a Vision for Learning
 - II. The Role of the Library Program in Teaching for Learning
 - III. Building the Learning Environment
 - IV. Empowering Learning Through Leadership
- A minimum of two additional letters of endorsement.

Scoring Rubric

Provide evidence of how the administrator demonstrates each of the indicators in the following target area. All artifacts should include a brief explanation/annotation.

I. DEVELOPING A VISION FOR LEARNING
<p>The administrator</p> <ul style="list-style-type: none">● Facilitates a learning environment that provides opportunities for innovative teaching and learning.● Recognizes the changing roles of the school librarian: leader, instructional partner, information specialist, teacher, and program administrator.● Nurtures an environment that empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.
<p>Scoring:</p> <p>Distinguished: Fully demonstrates all three indicators</p> <p>Proficient: Fully demonstrates two indicators</p> <p>Emergent: Fully demonstrates one indicator</p>

Provide evidence of how the administrator demonstrates each of the indicators in the following target area. All artifacts should include a brief explanation/annotation.

II. THE ROLE OF THE LIBRARY PROGRAM IN TEACHING FOR LEARNING

The administrator

- Creates and establishes a school culture that promotes collaboration among members of the learning community.
- Provides the structure that encourages learners to be independent lifelong users and producers of ideas and information.
- Fosters the concept that the school library program as an integral part in promoting reading as a foundational skill for learning, personal growth, and enjoyment.
- Recognizes and supports the importance that a school library program provides instruction that addresses multiple literacies (basic, digital, informational, and visual).
- Promotes inquiry-based learning.
- Supports the implementation of a strong curriculum based on educational standards.

Scoring:

Distinguished: Fully demonstrates **all six** indicators

Proficient: Fully demonstrates **four or five** indicators

Emergent: Fully demonstrates **fewer than four** indicators

Provide evidence of how the administrator demonstrates each of the indicators in the following target area. All artifacts should include a brief explanation/annotation.

III. BUILDING THE LEARNING ENVIRONMENT

The administrator

- Requires the school library program to be built into the comprehensive plan.
- Recommends a full-time certified school librarian/s and qualified support staff proportionate to the student population.
- Promotes flexible and equitable access.
- Supports the use of a virtual library (24/7 access to resources).
- Ensures that access is provided to web tools that promote teaching and learning in our global society.
- Establishes a funding formula that supports the priorities of the school library mission, goals, and objectives.
- Endorses practices that support equitable access to ideas and information.
- Supports innovation in library programming.
- Advocates for the school library program.
- Endorses continuing professional development for the school librarian and other members of the learning community.
- Facilitates planning for facility improvement to reflect the changing learning environment.
- Supports learning in a social context.

Scoring:

Distinguished: Fully demonstrates **ten or more** indicators

Proficient: Fully demonstrates **eight to ten** indicators

Emergent: Fully demonstrates **fewer than eight** indicators

Provide evidence of how the administrator demonstrates each of the indicators in the following target area. All artifacts should include a brief explanation/annotation.

VI. EMPOWERING LEARNING THROUGH LEADERSHIP

The administrator

- Views the school librarian as a visible and active leader within the school community.
- Encourages the librarian to serve on decision-making teams of the learning community.
- Provides opportunity for the school librarian to develop leadership skills.
- Advocates for the school librarian to be a participant in state and national technological initiatives for the school library.

Scoring:

Distinguished: Fully demonstrates **all four** indicators

Proficient: Fully demonstrates **three** indicators

Emergent: Fully demonstrates **fewer than three** indicators

In creating this rubric, the following resource was used:

A Planning Guide For Empowering Learners with School Library Program Assessment Rubric. American Association of School Librarians. 2010. ISBN: 978-0-8389-8560-1.

(Adopted, Board of Directors, June 9, 2012; amended, Board of Directors, January 16, 2016; amended, Board of Directors, August 4, 2018)